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Preliminary details

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First published in Great Britain as an electronic book in PDF format by Terry Freedman Ltd.

Published by:

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Further copies and updates

This booklet, or any updates of it, may be downloaded free of charge from <http://www.ictineducation.org> and some contributors' websites.

For information about updates and other developments, please see <http://web2booklet.blogspot.com>, <http://www.coming-of-age.info> or <http://comingofage.ning.com>.

An audio version of the book is also in progress. Please go to <http://comingofage.podomatic.com/>.

Cover illustrations

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Acknowledgements

Terry Freedman would like to thank everyone who contributed to this booklet directly, and also to those who did so indirectly by making such great resources available on the

internet; also, for comments and proof-reading – needless to say, any mistakes remaining are entirely my own.

In particular, I should like to thank the following people for assistance with proof-reading and formatting:

Drew Buddie (See page 20)

Leon Cych (See page 21)

Vicki Davis (See page 22)

Elaine Freedman (See page 24)

Peggy George (See page 25)

Christine Greenhow (See page 26)

David Harley (See page 26)

Darren Kuropatwa (See page 28)

Julie Lindsay (See page 29)

Sharon Peters (See page 32)

Shawn Wheeler (See page 36)

Joel Yuvienco (See page 37)

Also, Alex Moore, of Adobe (<http://www.adobe.com/uk/>), for providing me with a complimentary copy of Acrobat 8.0, which I have used to convert my Word files into PDFs.

In addition, my thanks go to Steve Hargadon (<http://www.stevhargadon.com/>), who has been very supportive in terms of suggestions and promoting Coming of Age.

And last but not least, Elaine for not minding being a Web 2.0 widow whilst I was engaged in this project!

Disclaimer

Whilst every care has been taken in the preparation of this publication, Terry Freedman is not responsible or liable for any analysis, action planning or any other decisions made by a user based on the content of the publication, or for any loss or damage arising either directly or indirectly from the use of this content.

In addition, all quotations and references have been given in good faith, and copyright obtained where applicable. If, however, we have inadvertently not done so, please contact me so that the appropriate amendments can be made.

A note on spelling

Sorry, folks, but I'm a Brit, so I've used British spelling and grammatical conventions throughout!

Introduction to the first edition

By Terry Freedman

The purpose of this booklet

The web is, and always has been, an exciting place for education in terms of the possibilities it offers for research and collaboration. Now, it is even more exciting, with the appearance and development of new tools which have become collectively known as “Web 2.0”.

The purpose of this booklet, which brings together the expertise and experience of a range of leading-edge practitioners, is to provide a gentle introduction to Web 2.0 to teachers who aren't at present too sure of what it's all about.

The aim of the booklet is not to be comprehensive, which is impossible in a sense: there seems to be new tools appearing every day. It is, in fact, intended to be a “taster”, to encourage you to dip your toe in the water.

What is Web 2.0?

A cynical response might be, “just another label”! In fact, whereas until recently the world wide web has been seen pretty much as a publishing medium, and therefore a fairly one-sided affair in many respects, it is now regarded more as a participatory platform. That's what blogs, wikis and so on are really all about: not merely another way in which “ordinary” people can publish their views, but a means whereby just about anyone can contribute to an ongoing “conversation” in which knowledge is both discovered and constructed as it goes on.

But hey! If all this sounds somewhat esoteric, don't worry about it, but just enjoy reading about other educationalists' experiences and resolve to try out these things with your own students. (If you wish to explore the concept of Web 2.0 further, see the article by Steve Lee and Miles Berry in the Overview section, and look at Chris Smith's <http://www.shambles.net/web2/>.)

What this booklet contains

As well as the experiences of some of the leading practitioners in the educational use of blogs etc, the booklet contains practical information and advice about getting started, some reviews, and lists of resources you might like to explore.

Now, because I wanted this to be a book which felt alive, and to reflect the different perspectives of the people who contributed to it, I was deliberately open-ended in my brief to them. Consequently, there is some repetition, for example about RSS feeds and other matters. I think that's OK because it means that if you don't understand what one person has written there's a chance you'll understand it from the way someone else has explained it!

Although some articles wax philosophical, the main aim of the booklet is to provide you with enough information and enough confidence to try something out for yourself. It says, in effect:

- “1. This is what X is;
2. This is what Joe Soap thinks about X or how he implemented it in his classroom;
3. If you fancy having a go, here's what you need to do.”

Over to you

Try things out and then, in the true spirit of Web 2.0 contribute to our FAQs about Web2.0 through the wiki we hope to create in due course. In the meantime, we'll keep you up-to-date with developments at:
<http://www.terry-freedman.org.uk/db/web2/>.

Introduction to the second edition

By Terry Freedman

The original introduction still stands, but the expansion of this book demands a new introduction, if only to explain why it was felt to be necessary.

As you will have noticed, this is a much bigger edition than the original one. There are several reasons for this:

- The first edition was a proof of concept. Its popularity (at least 60,000 readers) convinced me that it was worth expanding it in order to cover a lot more.
- There are more tools available now, or at least, I have become more aware of them.
- I wanted to get a better gender balance, and this has been largely achieved in this edition.
- I hoped to get a wider representation in terms of countries. This has been achieved, with the inclusion of contributors from Canada, New Zealand and Australia – but still not much from Europe, Asia, South America, or Africa, to mention but a few. Come on guys! We need you to step up to the plate and volunteer to contribute to the next edition, if there is one, and to our online discussions (See Beyond the book, on page 16).

The over-riding aim of this book remains the same: to provide an interesting and easy introduction to Web 2.0 tools and their application in an educational context. This is best summed up in the requirement I set to contributors:

Make sure that you can answer this question: “How will this chapter help Mrs Soames with her 5th graders next Wednesday afternoon?” OK, not literally, but you see what I'm getting at: this is not intended to be an academic treatise or an opportunity for some of us to have an intellectual debate amongst ourselves.

Another way of expressing the same thing is to ask “So what?”. If a topic were to have no obvious educational application, it may be interesting, but it would have no place here.

Hopefully there is enough here to whet your appetite and encourage you to find out more or even dip your toe in the water.

Enjoy!

How to get the most out of this book

By Terry Freedman

This book is now so huge that it's in danger of being self-defeating: it was designed to inspire people to try Web 2.0 tools in their classrooms, not give them a sinking feeling when they see the size of it! Hence this chapter sets out a few strategies to help yourself, or a colleague, navigate a path through the book.

Introduction

Given that the book is quite long, what's the most efficient way of approaching it? Much depends on what you're hoping to achieve from it, so in a moment we'll consider some plausible goals.

Before that, however, I should like to invite you to be an **active** reader. Most people read everything in much the same way as they'd read the side of packet of cornflakes. I think that to get the most out of this book you have to do some **work** by doing the following:

1. Plan your route through it. Even if you decide to read it from cover to cover, you'd probably get more benefit if you actually planned that as a positive strategy, because that would entail...
2. Consider your goals: think about what you would like to get out of the book. You may find that several readings, but concentrating on different aspects, is a more productive approach than reading it through just once, or reading it through several times, but in the same way each time.
3. Think about what's in store, that is, looking at the chapter title and trying to think about the kind of things it is likely to cover.
4. Ask questions, eg "But why would...?", "How does that tie in with...". I think the most pertinent question you might want to ask, if you're a teacher or involved in teaching, however defined, is "How can I use this information with my students?"

In the guidelines I sent to contributors, I said that, as far as possible, their chapter must enable Mrs Jones to answer the question, "How can I use this stuff in my Year 5 lesson on Tuesday?". Now, I didn't insist that they take this too literally, but I very much wanted to get away from the situation in which I often find myself, where I go to a conference, and it's all very interesting, and at the end of the day I find myself asking, "But **now** what? What do I actually **do**?"

5. Read the brief abstract at the start of each chapter to help you decide if you want to read it at this time, and to give you a broad overview on what is covered in that chapter.

OK, let's get back to the idea of goals.

Goals

The objectives you may wish to achieve as a result of downloading Coming of Age are as follows:

- Goal 1: Find out more about Web 2.0 itself.
- Goal 2: Find out the potential uses of Web 2.0 in education.
- Goal 3: Find out more about particular tools, such as podcasting.
- Goal 4: Find out about some of the technicalities and practicalities involved.
- Goal 5: Find resources and references about Web 2.0.
- Goal 6: Get colleagues on board with these new approaches to learning.

Goal 7: Get inspired!

Achieving these goals

Here are some suggestions as to how to go about achieving each of the above goals.

Achieving Goal 1: Find out more about Web 2.0 itself

One approach here would be to read the article by Steve Lee called "Effective e-Learning through Collaboration". This provides a very useful philosophical overview of what is often referred to as a social constructivist approach to learning and how Web 2.0 lends itself to that style of classroom management. Social constructivism is, if you like, a fancy name for problem-solving through collaboration, so discussing things through blogs is ideal in that context, especially for the shy learner who doesn't wish to speak out in class.

The article also provides a very useful categorisation of the different sorts of tools available. For example, an RSS feed might be viewed as a one to many tool: one person or organisation is able to communicate with many others at the same time.

There are references to further articles and websites given in the booklet, and you could do worse than follow these up.

An alternative approach, if philosophy isn't your thing, would be to read the following chapters:

1. The glossary, which will give you a good overview of the whole area.
2. What are RSS feeds...? by John Evans.
3. Blogging: shift of control, by Alan November.
4. Photo-sharing... by Terry Freedman.
5. Podcasting, by Dai Thomas.
6. Video-blogging: an interview with Paul Knight, by Terry Freedman.
7. Wikis: an introduction, again by Terry Freedman.
8. Social Bookmarking And Tagging As Learning Aids, by David Muir
9. Forums, Instant Messaging And Other Ways To Participate, by Terry Freedman.

Taking that approach would very quickly give you an overview of the whole Web 2.0 idea without getting bogged down in technicalities.

Achieving Goal 2: Find out the potential uses of Web 2.0 in education

Well, the whole book is about this, so my advice here is to read the whole lot! However, as you're pushed for time, here are the key chapters I would recommend to start with:

Quick overview

1. Effective e-learning through collaboration, by Steve Lee and Miles Berry.
2. You're never too young to learn, by Kathy Cassidy.
3. Using Blogs In School, by Terry Freedman.
4. Uses Of Podcasting In Schools Terry Freedman
5. Educational uses of photo-sharing – David Muir
6. Wikis: An Introduction -- Terry Freedman
7. Video Blogging In Schools -- Terry Freedman
8. Social Bookmarking -- Terry Freedman
9. What do colleges and universities need to know about Web 2.0 – Christine Greenhow

10. Web 2.0 in professional development - Terry Freedman
11. Information Fluency Meets Web 2.0 -- Joyce Valenza
12. Safety and security: an introduction - Terry Freedman
13. Web 2.0 and standards – Terry Freedman
14. Flat Classrooms: The Classroom As A Learning Engine -- David Warlick
15. Web 2.0 and pre-service teachers - Sheryl Nussbaum-Beach
16. Next Steps -- Terry Freedman

More in-depth overview

If you have a little more time at your disposal, read the first and last chapter in each section.

Achieving Goal 3: Find out more about particular tools

Well, this is, of course, a no-brainer: simply read the chapters which cover the tool(s) you want to know more about. But there are additional chapters you will want to look at too, where more than one tool is covered, :

1. Blogging Vs Podcasting: How To Decide -- Steve Dembo
2. Podcasting And Wikis -- Ewan McIntosh
3. Geotagging and Flickr – Miles Berry.
4. Uses for RSS feeds: Delicious Web Sites for the Classroom –Quentin D’Souza

I would suggest you also have a look and some of the resources given too, like the chapter entitled "Blogs you must read!"

Goal 4: Find out about some of the technicalities and practicalities involved

I tried to steer a fine line between making it practical and making it technical. Hopefully, the right balance has been achieved, but my advice for managers is to work out what you would like to achieve in educational terms, draw up a list of things you want to be able to do, and then give that list to the techies and let them work it out.

The list is known as a **functional specification**, with the emphasis on the word "functional". It lists the things the system should be able to do, and it's for the technical support team or the vendor (if you have bought, or are thinking of buying, a system in to do the job).

For instance, your functional specification may look like this:

The children must be able to:

- Contribute to an online discussion within the classroom or school.
- Login must be possible by authorised users only.
- Teacher must have moderator's privileges.
- Teacher must be able to easily save conversations and export them to another application, such as Word.
- Teacher must be able to filter the conversation so as to show only the contributions from a particular child.
- Teacher must be able to easily export an individual pupil's contribution to the child's e-portfolio (if there is one in school).

and so on. You can see from this why it is so important to work out your **educational** goals, and not have to concern yourself with technicalities.

Achieving Goal 5: Find resources and references about Web 2.0

The best thing to do here is open up the document on a computer with an internet connection, and go through Julie Lindsay's chapter entitled What's out there: a round-up of useful resources. Then go through each chapter to look for the links.

In addition, there are chapters like "Blogs you must read!" and "Other useful websites".

Achieving Goal 6: Get colleagues on board with these new approaches to learning

I suggest you take one or two chapters, or even extracts from chapters, that you think might be of interest to a particular teacher, and give her that.

There is no reason not to give different bits to different teachers, which might be less daunting for them than a 100+ page book to wade through!

Note that this book is also available as separate books corresponding to each section.

Also, we are gradually having the book recorded as podcasts.

To get colleagues on board, you could do worse than show them that Web 2.0 tools can help them achieve their goals. Here are some examples:

1. Read Stories Without Words: A Simple Strategy to Teach Big Lessons with the Web – Barbara Ganley to find out how Digital Storytelling might provide a much more interesting way for children to tell others about themselves than the ubiquitous PowerPoint presentations we keep being shown.
2. Find out how students of Geography can be excited through the use of Google Earth, in The 3 G's of education....GPS, Geocaching and Google Earth, by Dean Shareski.
3. Read the chapters on assessment, by Wes Fryer, and digital portfolios, by Helen Barrett.
4. Find out how podcasts can be used to make colleagues' lives easier, in Case study: Podcasting in Preoria: How is podcasting being used in one school district? by Shawn Wheeler.
5. And how Professional Development can be facilitated, in the chapters by Sharon Betts and Graham Wegner.

Achieving Goal 7: Get inspired!

Well, hopefully any one of the chapters will help you achieve that, since they are all brimming with ideas! I suggest you read through the entire book, and follow up on all the references. Seeing how others are using these sorts of tools can be **hugely** inspiring.

But if you need a starting point, try these:

1. 2nd life as an educational tool – Ross Perkins
2. Flat Classrooms: The Classroom As A Learning Engine -- David Warlick

Conclusion

I'm conscious that I haven't mentioned **every** chapter or contributor. That isn't to imply that the others aren't as good, in some sense. But hopefully these suggestions will be helpful in getting you started, and inspire you to read **every** chapter!

Glossary of terms used

By Steve Lee, with contributions from David Harley and others.

*Regard this as a quick-reference guide rather than definitive source of information.
Most of the terms are defined when they first appear as well.*

'A' Level

Advanced Level – taken by UK students at (usually) 18 years of age.

Aggregation

Usually applied to **RSS** it indicates a resource that is made up by dynamically collecting information from other resources.

Alpha release

The very first release of a program, ready for in-house testing. See http://en.wikipedia.org/wiki/Development_stage.

Avatar

A graphic image that a user selects to represent themselves online.

Becta

The British Educational Communications and Technology Agency:
<http://www.becta.org.uk/>.

Beta release

The version of the software ready for testing by “real” users. See http://en.wikipedia.org/wiki/Development_stage.

Blog

Short for web log, or online journal. The Blogosphere is the “universe” of blogs as a whole. A Blogroll is a collection of links to other people’s blogs.

Constructivism

In education, the idea that knowledge is created through an active process on the part of the learner. (Social constructivism is similar, but involves collaboration and exploration with others. Hence, the blogosphere and, especially, the edublogosphere are excellent examples of social constructivism in practice – or ought to be!

CV

Short for “Curriculum Vitae”, this is what the Brits call a resumé.

DfES

Department for Education & Skills – the UK’s education arm of government:
<http://www.dfes.gov.uk>.

Digital Divide

The division between those who have access to digital online services and those who do not.

Edublog

A blog with an educational purpose or that discusses education.

e-Portfolio

An online portfolio that demonstrates effort, progress and achievement over time.

Folksonomy

A collaboratively created collection of **tags** useful for finding items of interest.

GCSE

General Certificate of Secondary Education – take by UK students at, usually, 16 years of age.

Grades

Please see Year 1 etc on page 15.

ICT

Information and communication technology, ie educational technology.

Mashup

A website made by combining features from other sites. Google maps is popular for mashups such as frappr.com that create annotated maps.

Open source software

Software whose license gives you several rights such as access to the source code not available with proprietary licences. Thus it is usually distributed free of charge being developed and supported by communities of both volunteers and companies. See: http://www.terry-freedman.org.uk/artman/uploads/computers_in_classrooms_15.pdf for a special edition of the Computers in Classrooms newsletter focusing on open source software.

Personal Learning Environments

Personal Learning Environments are systems that enable learners to take control of and manage their own learning. See http://octette.cs.man.ac.uk/jitt/index.php/Personal_Learning_Environments for further details.

Podcast

This is an audio recording that you can subscribe to via RSS and listen to on a computer or (usually) an mp3 player at a time of your choosing. It takes its name from the iPod – but you don't actually need an iPod to either make or listen to a podcast.

Read/Write web

An alternative term for Web 2.0, semantic web and so forth that emphasises the breaking down (represented by blogging, wikis and so on) of the distinction between web content consumers and web content creators.

Résumé

This is the American term for CV.

RSS

A machine readable list of items such as news which is published on the web. Usually taken to stand for Really Simple Syndication, RSS is what makes it possible to subscribe to podcasts and blogs. See the chapter by John Evans, What Are RSS

Feeds and Why Haven't I Heard About It?(RSS Feeds from an Educator's Perspective) on page 11 for a fuller explanation.

Semantic web

The *semantic web* is an extension of the web that will allow people to find, share, and combine information more easily. It works by using machine-readable information in a format called RDF.

Shibboleth

This is a "universal" method of website log-in being explored and piloted by Becta in the UK. See <http://www.becta.org.uk/corporate/display.cfm?section=22&id=4665> for fuller details.

Social Software

Online software that provides social services or depends on social activity. Blogs and tags are popular examples, as is much **Web 2.0** software.

Tags, Tagging

Tags are short text names used as labels that identify sets of related items. They are freely defined and when applied by enough people they provide an effective way to find items of interest. For example photos can be tagged in Flickr <http://www.flickr.com/photos/tags/>. Such collections of tags are often called a **folksonomies** and can be displayed as a 'tag cloud' using text size to indicate relative popularity.

Vlog

A video blog. This is a relatively new development. A vlog is similar to an ordinary blog, but uses video rather than text. See Video blogging: Terry Freedman interviews Paul Knight, on page 48, for more details.

VLE

Virtual Learning Environment (AKA learning platform): software which allows teachers to track students' progress, manage course content, lead interaction and so on. See <http://ferl.becta.org.uk/display.cfm?page=248> for a fuller explanation.

Vygotsky

A great proponent of social constructivism, Vygotsky introduced the concept of the zone of proximal development. This is the area of knowledge that is just out of reach of a learner, but which can be brought within his or her reach through working with a peer.

Web 2.0

Well, there's some debate about exactly what it means! See the introduction to this booklet, Steve Lee's article and the following:

<http://www.squidoo.com/introtoweb20/>.

<http://www.roughype.com>.

http://ross.typepad.com/blog/2006/02/fact_checking_n.html (thanks to Steve Lee for these 3).

<http://m.fasfind.com/wwwtools/m/2756.cfm?x=0&rid=2756> (thanks to Stephen Downes for this reference in his newsletter OLDaily¹).

Web Application

A website that acts more like a program installed on an operating system than a set of linked web documents. For example Google Mail features interactive widgets and partial page updates.

Wiki

A web page that can be edited in situ by anybody who has been granted access to it using only a web browser. This is a great tool for collaboration and is mentioned in several chapters in this booklet.

Webcast

A broadcast made available on the web. Usually video or a demonstration of a PC program (then often called a screencast).

Year 1 etc

The main phases of school life in the UK and USA are as follows:

USA Year	USA Phase	Age	UK Year	UK Key Stage
K	Kindergarten	5	1	1
1	Elementary	6	2	1
2	Elementary	7	3	2
3	Elementary	8	4	2
4	Elementary	9	5	2
5	Elementary	10	6	2
6	Jnr High/Middle	11	7	3
7	Jnr High/Middle	12	8	3
8	Jnr High/Middle	13	9	3
9	High: Freshmen	14	10	4
10	High: Sophomores	15	11	4
11	High: Juniors	16	12	4
12	High: Seniors	17	13	4

A note on spelling

Sorry, folks, but I'm a Brit, so I've used British spelling and grammatical conventions throughout!

¹

<http://www.downes.ca/news/OLDaily.htm>

Beyond the book

By Terry Freedman

Like most things to do with technology these days, this book was out of date by the time it came out of the printer. So, in order to future-proof it to some extent, we've set up a few ways which will enable us to continue to add resources and continue the conversation.

In order to make the book more manageable, we have done the following:

Firstly, we have tagged relevant resources in Delicious, the social bookmarking tool. Go to <http://del.icio.us/> and look for these tags:

CoA-Web2.0B – where the “B” stands for blog; and

CoA-Web2.0R – where the “R” stands for resources.

Please add any others that you come across so that it becomes a living resource.

Secondly, I have published each section of the book as a self-contained book in itself.

Thirdly, there is also a printed version of the book, available from here:

<http://www.lulu.com/terryfreedman>. That isn't free, but the profits go to **TO BE DECIDED**.

There is a Coming of Age blog at <http://web2booklet.blogspot.com>, where you can keep up-to-date with developments, and a Ning Community, where you can take part in discussions about future developments, at <http://comingofage.ning.com/> – please join us!

Your tasks...

By Terry Freedman

*Just because the electronic version of this book didn't cost you anything doesn't mean it's free! There is **always** a price to pay.... Thanks go to Lee Baber (<http://teachersteachingteachers.org/>) for contributing some ideas here.*

This booklet has been made available to you free of charge, but we would ask you to do the following four things in return:

- Pass it on to as many people as you can: friends, co-workers, your students, your teachers, via your website....
- Look at the websites and blogs of the contributors, who gave so freely of their time in writing chapters for this publication.
- Investigate the resources mentioned...
- ... and try them out in your classrooms – no need for wholesale revolution, just small-scale experimentation will be fine!
- If it's difficult getting new ideas implemented where you work, read through chapter 10.04: Overcoming institutional inertia.
- Let us know what you think, via the online networks mentioned on page 16.
- Blog about it yourself: be sure to include the tags "Coming of Age" and Web 2.0".
- If you come across resources that would fit well with the book, please tag them in <http://del.icio.us> with the tag coa-web2.0r.
- If you come across blogs that would tie in well (including your own, of course), please tag them in <http://del.icio.us> with the tag coa-web2.0b.

If you think you cannot make much headway because of institutional factors (non-visionary school leadership, for example), read my chapter on "Overcoming institutional inertia" in Section 13.

The contributors

Compiled by Terry Freedman

Please take time to visit the contributors' websites or blogs. In many cases you will be able to subscribe to an RSS feed in order to get content updates.

Please note that some of the contributors mention Elgg as their blog. The homepage of the elgg software is now <http://elgg.org>, whilst the <http://elgg.net> community is now at <http://eduspaces.net>. The URLs of people's blogs should, therefore, be amended accordingly. Having said that, however, the old addresses do seem to work.



Attwell, Graham

Graham Attwell is a researcher, developer and story teller. Having previously worked for the Welsh Joint Education Committee and Gwent Tertiary College he now works for Pontydysgu, an independent research institute based in Wales.

He has eclectic research interests, ranging from regional economic development, curriculum development and school to work transition to informal learning and the development of communities of practice. Much of his work is based on the development and use of open source software and open content in education and the use of social software for learning. He is presently working on projects developing e- Portfolios for socially disadvantaged young people, for apprentices and for the Continuing Professional Development of trainers. Graham is a self-confessed blogger. His blog - the Wales Wide Web - can be found at [http://www.knownet.com/writing/weblogs/Graham Attwell](http://www.knownet.com/writing/weblogs/Graham_Attwell)



Barrett, Helen

Dr. Helen Barrett recently retired from the faculty of the College of Education at the University of Alaska Anchorage and is living in the Seattle area. She has been researching strategies and technologies for electronic portfolios since 1991, publishing a website (<http://electronicportfolios.org>), an Apple Learning Interchange exhibit, chapters in several books on Electronic Portfolios, and numerous articles.

She was on loan to the International Society for Technology in Education between 2001 and early 2005, providing training and technical assistance on electronic portfolios for teacher education programs throughout the U.S. under a federal PT3 grant. In 2005, Dr. Barrett became the Research Project Director for The REFLECT Initiative, an international research project, underwritten by TaskStream, to assess the impact of electronic portfolios on student learning, motivation and engagement in secondary schools.

She is currently working on several book/CD/DVD projects on electronic portfolios. She is also an Apple Distinguished Educator and a George Lucas Educational Foundation Faculty Associate.

**Berry, Miles**

Miles Berry is Head of Alton Convent Prep, a co-educational independent Catholic day school for children from 3-11 in Hampshire, England. Professional interests include knowledge management in education, use of open source software and approaches in schools, provision for the gifted and talented and independent learning. He is a member of the British Computer Society's Education and Training Expert Panel, and its e-learning working party. He is also a Mirandanet fellow and has a watching brief on primary matters for the Institute of Mathematics and its Applications Schools and Further Education committee.

In his former post as Deputy Head of St Ives School, Haslemere, he pioneered the use of Moodle and Elgg in primary education. His work on implementing Moodle was documented as the dissertation for Leicester University's MBA in Educational Management, and won the 2006 Becta ICT in Practice Award for primary teaching. Other interests include classical music, creative cookery and photography: most of his digital photos are on Flickr, many of which are geotagged.

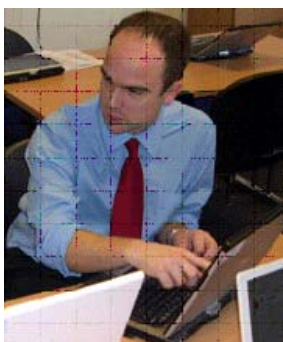
Miles' blog is at <http://eduspaces.net/mberry/weblog>.

**Betts, Sharon**

Sharon Betts has been obsessed with technology in education for over thirty years. She has taught and served as technology director in districts in Ohio and Maine, as well as overseas in Iran and Germany. She presently works as the Educational Technology Coordinator for Maine School Administrative District 52. Sharon serves as the secretary for the Association of Computer Educators in Maine, is a Discovery Educator and a Marco Polo certified trainer.

Sharon tries to always bring an open-minded world-view to her training and projects. She believes that technology should be a staple, not a privilege and her life goal is to bring her passions, children and technology, together for the betterment of both. Her main interest today is in using open source and web tools to meet the educational challenges in rural school districts. She has presented her suggestions for open source solutions at many local, state and national conferences including the National Educational Computing Conferences, and Technology - Leadership - and Learning (T+L2) Conferences .

Sharon and her husband David are presently building a passive solar beamed home in rural Maine. Her professional weblogs can be found at <http://www.sharonbetts.org/site/pmwiki.php>.

**Bidder, John**

John Bidder was a primary-trained teacher in Bolton, UK. Then he worked as an advisory ICT teacher as a school improvement officer for number of years. He followed his interest in exploring the internet when it was finding its feet around '97. John has received awards for his contribution to the UK's Primary National Strategy publications¹. He is also a conference speaker: e.g. BETT; Resource; Cumbria T & L; State of Guernsey; State of Jersey; and Manchester University.

He launched <http://www.BoltonTLC.org.uk>, and <http://www.TheICTTeam.blogspot.com>, a local authority learning platform (2004). John is a keen proponent of international collaboration through ICT working, for example, with Dr Chris Tan (University of Hong Kong & Australia), and Will Richardson (USA). John has worked extensively in the area of developing online communities and took on the role Virtual Teacher's Centre Manager for Bolton.

He is currently head of service/curriculum ICT Strategy for Bolton Curriculum ICT Team in role of Adviser for ICT & Innovation. The service was graded as a "1" (ie

Excellent) by the Office for Standards in Education (Ofsted2) with six areas of excellence highlighted.

**Bracey, Bonnie**

Bonnie Bracey Sutton has worked in different classroom settings with varying school populations. When she started as a teacher of the gifted, she found that technology could transform her teaching and learning, and she demonstrated this ability, winning many awards and grants and gaining professional-development opportunities.

Sutton has worked nationally and internationally on digital-divide and gender-equity issues and on many science, technology, engineering, and mathematics projects. In addition, she has served on the U.S. Advisory Council on the National Information Infrastructure and the United Nations Information and Communication Technologies Task Force.

She edited a book for the UN Technology Task Force, and has been a digital equity and digital divide expert nationally and internationally, working with the Agora project in Greece, and with the World Summits on Media for Children.

She was an instructor of the White House Initiative CyberED, which was a project that travelled the country working in empowerment and enterprise zones to teach the use of technology. She pioneered listserv projects with teachers, List Serv, NII Teach having the first listserv for teachers.

Bonnie Bracey is a teacher-agent of change, a mentor teacher who works with technology integration projects emphasising the use of technology as media , nationally and internationally.

**Buddie, Drew**

Drew Buddie has been Head of ICT at the Royal Masonic School for over 12 years, where he teaches girls between the ages of 7 and 18. In this time he has continued to promote the use of cutting edge ICT tools within the curriculum. Having been weaned on the Acorn series of computers, Drew has an open mind to the use of platforms and software within education, rather than sticking to the use of more traditional software packages. Open Source packages and Web 2.0 tools are used throughout the school.

Drew has lectured at conferences, both online and in person, on the subject of VLEs. His presentations at the first two UK Moodle moots were very well received and resulted in him becoming firmly established as one of the leading UK evangelists for this Open Source package. Drew was part of the HUGTOB team of 5 teachers, who thanks to generous support from the Moodle community, had an independent stand for Moodle users at the BETT show 2006. His prize-winning poster presentation at the CAL 2005 conference illustrated the use of Wikis, Blogs and Forums in an educational context.

A successful bid for Comenius funding will see collaborative work take place between his pupils and those in 4 other European countries.

As a teacher member of NAACE and a Mirandanet Fellow, Drew sees himself as an ambassador for educational ICT and has been involved in a range of academic and educational projects. Greatly in demand as a presenter, Drew has been involved in projects for QCA, BECTA and the European Union and provides consultancy on the use of Moodle and the use of other Web 2.0 tools within Education.



Cassidy, Kathy

Kathy Cassidy is a primary teacher who is very interested in the ways in which technology can be used to support classroom learning. She maintains a classroom blog (http://classblogmeister.com/blog.php?blogger_id=1337) and an extensive classroom webpage (<http://news.mjsd1.ca/~kcassidy/cassidyhome.html>). The six and seven-year-olds in her classroom regularly blog, record podcasts and cooperatively use wikis.

Kathy was recently selected as one of Microsoft's Innovative Teachers and has also been honoured by the International Reading Association for her on-line work. She has recently begun sharing her passion for teaching using web 2.0 tools through workshops. She lives in Moose Jaw, Saskatchewan, Canada.



Cox, Casey

Casey is a high school student in Georgia, USA.



Cuvelier, Cannelle

Cannelle is a Belgian high school student in Bangladesh, who has lived abroad since she was 3 months old, and enjoys crimelibrary.com, books by Gabriel Garcia Marquez and the arts. She hopes to go on to university to study social anthropology.



Cych, Leon

Leon Cych is a web designer, coder, teacher, poet, artist, broadcaster and journalist. He set up the nationwide poetry networking magazine - Poetry London Newsletter in the 1980's which later became the print publication Poetry London.

He was an ICT teacher for 23 years and wrote one of the first non-academic school web pages in the UK outlining a virtual tour of the British Museum in 1994. He won the Science Museum's First STEM Award for teachers and has written online educational resources for the BBC, Science, Franklin and British Museums.

Since becoming a freelance educational consultant he has been involved with a host of innovative educational projects from the world's first experimental virtual opera to being technical proofer for the Friends of Ed – Masters of Flash resource books.

Currently he spends his time between project managing innovative KS3 music education video software for a large media distribution company in Soho and writing about, filming, blogging and podcasting with key innovators in the UK education sector. In 2005 he was editor of Computer Education for Naace and wrote the Social Networking section of Becta ICT research publication Emerging Technologies for Learning

(http://www.becta.org.uk/corporate/publications/documents/Emerging_Technologies_Accessibility.pdf).

He has written regularly for the UK's Times Educational Supplement and regularly speaks at Initial Teacher Training events, conferences and keynotes. He is a member of blogs.ac.uk and is an evangelist for blogging and web 2.0 tools in the educational sector in the UK.

His has a podcast blog at <http://www.L4L.org.uk/@blog>; A personal opinion blog at: <http://elgg.net/leoncych/weblog>; and a website disseminating useful web 2.0 resources for educators on a daily basis at <http://www.L4L.co.uk>.

**D'Souza, Quentin**

Quentin D'Souza is an Elementary Resource Teacher in the Academic Information and Communication Technology Department at the Toronto Catholic District School Board, which is responsible for over 80,000 students in Toronto, Canada. He helps teachers and administrators to improve the quality of education that they can deliver to their students through the use of technology.

Quentin has written numerous articles that have appeared in print and online. He has presented focused technology seminars, workshops, and multi-day events both locally and provincially. Quentin is an Advisory Board Member for Cause Initiatives for Youth and Community and part of the Development Committee for the Leading Learning Conference, a provincial information communication technology conference that draws educators from across the province of Ontario.

He has developed curriculum and resources for the Ontario Ministry of Education, ILC/TV Ontario, Harcourt Canada, The Learning Partnership and other organizations. Quentin has worked as an online mentor, developed/taught online and blended courses, and moderated online discussions. He is also the founder of <http://www.TheCanadianTeacher.com>, where he has developed and shared a broad range of materials and tools geared specifically to Canadian educators.

You can keep up with Quentin's activities and writing by visiting his blog at <http://www.Teachinghacks.com>.

**Davis, Vicki**

Vicki is a teacher and technology administrator at Westwood Schools in Camilla, Georgia. She has taught for five years at the high school and middle school level and taught professional development for the last ten. She is known for her award winning class wiki and use of Web 2.0 tools (<http://westwood.wikispaces.com>). She co-taught the Flat Classroom project (<http://flatclassroomproject.wikispaces.com>) which received the 2006 Edublog Award for best wiki. She is a co-host of the WOW2 show at edtechtalk (<http://www.edtechtalk.com>) every Tuesday night at 9 pm EST and a co-founder of the Women of Web 2. (<http://www.womenofweb2.com>)

Prior to teaching, Vicki was a successful businesswoman in the early days of the cell phone industry and an entrepreneur. She was recognized by American disaster management agencies for her technological innovation during her hometown's tornado recovery in February 2000. She is a graduate of the Leadership Georgia program and graduated first in her class from Georgia Tech. Vicki blogs at the Cool Cat Teacher Blog. (<http://coolcatteacher.blogspot.com>).

**de Craene, Mechelle**

Mechelle is a special education teacher in Florida. She is certified (K-12) and holds a Masters degree in Special Education with an endorsement in gifted education. She has worked in both urban and rural school settings and has taught children with a range of special needs both at the primary and secondary level.

Mechelle is a graduate student at the University of Florida in the Department of Special Education. She hopes to become a professor focusing on pedagogical issues related to both educational technology and special education.

Her primary goal is to keep advocating for children, especially those with special needs and those who live in poverty.

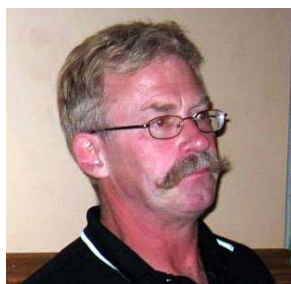
She is also a MirandaNet (<http://www.mirandanet.ac.uk>) scholar currently collaborating with Dr. John Cuthell on a NeoPiagetian theory related to ICT, provisionally titled Cybernetic Developmental Theory.

Follow Mechelle's research at <http://elgg.net/mechelledc/weblog/>.

**Dembo, Steve**

Steve Dembo served as both a Kindergarten teacher and Director of Technology before joining Discovery Education. As the Online Community Manager for the Discovery Educator Network, he oversees the DEN virtual community including a network of over 20 educational blogs. The Teach42 podcast was one of the first educational podcasts and has served as the inspiration for many other educators to create their own shows. He is passionate about education and works with teachers around the globe in their efforts to explore and integrate new technologies.

Steve's blog and podcast can be found at <http://www.teach42.com>.

**Evans, John**

John Evans is principal of St. François Xavier Community School in St. François Xavier, Manitoba, Canada. He has been a teacher for over 25 years. The integration of technology into the classroom is one of his passions. He has served on several provincial curriculum development committees including the Interdisciplinary Middle Years Multimedia project (IMYM) and provincial Health curriculum. He currently is involved in the provincial Action Research for the Implementation of the Technology as a Foundation Skill Developmental Continuum as a divisional team member.

John is a co-leader in the Prairie Rose School Division's own IMYM project where teachers are trained in the integration of technology. John also maintains the IMYM Tutorials blog at <http://nlcommunities.com/communities/joevans>. As well as presenting on technology integration issues, John has also presented across the province on the topic of Teacher Wellness

**Fisher, Clarence**

Clarence Fisher is a classroom teacher in the central Canadian province of Manitoba. He has taught grades 1 – 8 and has given presentations across North America about literacy, networks and communities, and about the effective use of technology in classrooms. He has received Canada's highest teaching award, The Prime Minister's Award for Teaching, and has been named an Outstanding Educator by the Manitoba Middle Years Association.

He is a developer of educational material, a writer, and a speaker whose work has been featured on CNET, MSN, and in newspapers and magazines.

Clarence's blog can be found at: <http://remoteaccess.typepad.com>.

**Ford Peter**

Peter Ford is a teacher and educational consultant based in Nottingham in the UK. He specialises in helping schools and universities harness the potential of internet technologies to enhance teaching and learning in the classroom and beyond.

Peter has used web logs extensively with students since 2000 and is a leading exponent of their use in educational settings. His personal weblog can be found at <http://www.fordlog.com>.

**Fraser Josie**

Josie Fraser is a UK based social and educational technologist and blogger,

currently working as an independent consultant. She has a broad range of experience at institutional, regional and national level, focusing on the use of Open Source and Web 2.0 technologies within formal education.

She has worked at local, regional and national level promoting and developing the effective and innovative use of ICT and e-learning. She has a wealth of experience in staff development design, delivery and policy. She has worked with Government and a range of national agencies on a variety of projects, particularly around e-portfolio, personalisation and personal learning environments.

She was the sole UK based expert invited to serve on the New Media Consortium's Horizon Project Advisory Board, a group tasked with future gazing emerging technologies within the education sector.

She is currently working with the charity Childnet International for the DfES, producing advice and guidance for schools on cyberbullying, and managing a project investigating the e-safety and e-literacy issues around web 2.0 for children and young people.

She also the Community of Practice project manager and technical infrastructure lead for Emerge, a support project for the UK's Joint Information Systems Committee (JISC) User's and Innovation Programme.

For the last two years she has managed the International Edublog Awards, and currently chairs Future Learning Online, the UK association for educators using and interested in the potential of social software and user-generated content.

Her sites are <http://fraser.typepad.com/> (Social Technology blog); The International Edublog Awards at <http://incsub.org/awards/the-edublog-awards-2005/> (2005 and 2006 Awards Manager); Emerge at <http://emerge.elgg.org/> (Support project site for the UK Joint Information Systems Committee (JISC) Users and Innovation Programme).

Her papers include: the 2007 Horizon Report January 2007 at <http://www.nmc.org/horizon/index.shtml> (advisory board member); Personalisation in Electronic Environments, October 2006, at <http://aocnilta.co.uk/2006/10/12/personalisation/> and DOPA, Social Networks, and Keeping Young People Safe, August 2006, at <http://aocnilta.co.uk/2006/08/03/dopa/>.



Freedman, Elaine

Elaine taught science and mathematics in secondary schools before branching out in the special needs area. She specialised in emotional and behavioural difficulties for ten years in schools before working for a Local Authority as a special educational needs officer.



Freedman Terry (Ed)

Based in the UK, Terry Freedman publishes the ICT in Education website (<http://www.ictineducation.org>), the aim of which is to provide practical advice on the use of technology in education. He has taught in inner city schools, been Head of Department, worked at the Qualification and Curriculum Authority and held a 3rd tier officer post – Head of E-Education – in a London local education authority. He was also an inspector for ICT and Business Education, has advised the private sector, and has advised government agencies on specific issues.

Terry is also the Chair of the advisory body, Naace, and is a member of the British Computer Society and the BCS's Education and Training Expert Panel. He is also a Fellow of Mirandanet (an ICT research body), a trainer for the Senior Leadership in ICT course and an assessor for NaaceMark, a quality assurance seal of approval

for schools. He is also the Communications Chair for the Administrator Special Interest Group for the International Society of Technology in Education, based in the USA.

A prolific writer, Terry has had some 1500 articles published in the Times Educational Supplement and other national and international periodicals. He has also written several books, including the well-received Managing ICT, and is a member of the UK's Society of Authors.



Fryer, Wes

Wesley Fryer is an educator, author, digital storyteller and change agent. With respect to school change, he describes himself as a "catalyst for creative educational engagement." His blog, "Moving at the Speed of Creativity" (<http://www.speedofcreativity.org>) was selected as the 2006 "Best Learning Theory Blog" by eSchoolnews and Discovery Education.

Wesley secured \$1.3 million in grant funding for West Texas schools participating in the Texas Technology Immersion Pilot Project in 2004-2008. He was named an Apple Distinguished Educator in 2005. Wesley is completing his doctorate in Curriculum and Instruction in 2006-2007 at Texas Tech University, studying the impact of technology immersion (1:1 computing) on student achievement. He is the Director of Education Advocacy (PK-20) for AT&T in the state of Oklahoma.



Ganley, Barbara

Barbara is a Lecturer in the Writing Program and English Department at Middlebury College in Vermont, USA. An active implementer of new media and Web 2.0 technologies into literature and writing classrooms since 2001, her special interests include digital storytelling as a means of academic discourse and blogging as a vehicle for expression, community-building, and student-centered learning.

You can find her blogging at bgblogging:
<http://mt.middlebury.edu/middblogs/ganley/bgblogging>.



Garcia, Limor

Limor is a producer, who aspires to reach the sky. She has multidisciplinary experience in design/architecture and programming, which helps in overseeing new-media/internet type projects. She has a passion for programming and mobile devices, so continuing to develop the cell phone application she created - Cellphedia (<http://www.cellphedia.com>). Her specialties are Project management, Design, HTML, PHP, MySQL, ActionScript (Flash), and JavaScript.



George, Peggy

Peggy taught for 7 years in Special Ed., and Grades 2-6. Principal/Acting Director of Willie Ross School for the Deaf in Longmeadow, MA. Principal of Leverett Elementary School in MA (1980-83).

She served as Principal of Orangewood Elementary School for 18 years (preK-6) 1983-2001 (Washington School District). Peggy retired as Principal and is now on the education faculty for AZ State Univ. West in the College of Teacher Education and Leadership (2001-2007). At ASU she has taught technology integration courses and the entire range of teacher education courses while serving as a Coordinator of a Professional Development School program and mentor to rural and urban PDS Coordinators around the state of AZ.

Peggy's personal home page is:
<http://web.mac.com/pgeorge/iWeb/Home/Welcome.html>.

**Greenhow, Christine**

Christine Greenhow earned a doctorate in educational technology from Harvard University (<http://gsweb.harvard.edu/>) in 2006 and is currently a research associate at the University of Minnesota (<http://www1.umn.edu/twincities/index.php>). Her research interests include technology integration in K-12 and higher education settings, teacher professional development, and research and development related to emerging Internet technologies. A list of selected publications and presentations can be found at <http://dmc.umn.edu/staff/greenhow.shtml>.

Before coming to the University of Minnesota, Greenhow was the co-founder of an educational nonprofit, Admission Possible, (<http://admissionpossible.org/>) that improves college access for nearly 1000 low-income high school students each year. She has over a decade of experience in education as former public school teacher, educational consultant to a large urban district, and coordinator of a large federal grant to improve teaching with technology.

Christine's website is <http://www.greenhow.org/>.

**Guhlin, Miguel**

Miguel Guhlin, an instructional technologist, earned a bachelor's degree in English and a master's degree in Bicultural/Bilingual Studies. As Director of Instructional Technology Services for a large San Antonio, Texas school district, Miguel jumped into the Read/Write Web in July, 2005. Since then, he has written over a thousand blog entries--many of which actually relate to educational uses of technology!--and is widely published internationally.

Aside from his publishing experiences via his blog, Around the Corner (<http://www.mguhlin.net>), and the Technology & Learning.com Blog (<http://www.techlearning.com/blog>), his writing has appeared in multiple print journals over the last 15 years.

"Transforming teaching, learning, and leadership through the strategic application of technology" is Miguel's professional motto. He believes that educators can use technology to transform teaching and learning using a variety of communication and collaboration tools

**Harley, David**

David Harley has long combined a full time career in Information Technology and Security (most recently as a Senior Manager with the UK's National Health Service) with writing or contributing to several books and many papers and articles on computer security. He is now an independent anti-virus researcher, author and consultant, working in all aspects of information security and governance. His specialist qualifications include CISSP (Certified Information Systems Security Professional), BS7799 Lead Auditor, and ITIL service management.

While he has long been professionally involved with the education and training of adults, his interest in the education sector has been stimulated both as a parent and as a result of living with a teacher of ICT.

His website is <http://www.smallblue-greenworld.co.uk/>.

**Harley, Judith**

Jude Harley teaches ICT and Business Communications at a secondary school in the UK. Previously, she has worked in IT training and assessment, helpdesk support and administration, and network, systems and application security.

Recently, she has been collaborating with David Harley and Eddy Willems, researching issues around security in education.

**Hillier, Sarah**

Sarah is a 16 year old in the UK, currently studying GCSEs. She is a regular user of her school's Moodle website and has been an avid participant in many online forums and games. Outside of school she enjoys classical singing, reading philosophy books and creative writing.

**Jakes, David**

David Jakes serves as the instructional technology coordinator for Community High School District 99 in Downers Grove, IL. His interest in technology developed from his 15 years as a classroom science teacher, and from his observations about the difference technology can make in student learning.

In addition to speaking at many technology conferences, he conducts technology staff development projects in his school district and throughout the United States. Jakes currently manages three technology-related web sites – <http://jakesonline.org>, <http://biopoint.com> and <http://myprojectpages.com> – that seek to help teachers use technology, and particularly the World Wide Web, to increase student achievement and performance.

He is also a blogger, producing The Strength of Weak Ties (<http://jakespeak.blogspot.com/>), as well as contributing regularly to the [http://www.techlearning.com blog](http://www.techlearning.com/blog). In addition to these efforts, David has developed a highly successful digital storytelling program in his school district and is recognized across the United States for his expertise in this area. His other interests in educational technology include information literacy, effective professional development, and the creation of online learning communities.

**Johnson, Larry**

Larry and Annette are a unique husband and wife team. After many years teaching, they sent their kids to college, sold the house, and moved into a 38-foot motor home. They've been "on-the-road" since 1999. Currently, they both teach online courses through Indiana University-Indianapolis using the satellite on their RV for high speed Internet access. Between the two of them, they offer eight online courses for teachers, technology coordinators, and librarians. Their popular website, <http://eduscapes.com/>, includes a wide range of award-winning, free resources for educators including 42explore, Teacher Tap, Literature Ladders, Activate, Naturescapes, High Tech Learning, and Multimedia Seeds. Their newest web resource, <http://escrapbooking.com>, focuses on electronic, primary source

materials. They enjoy sharing their ideas with others. All of their sessions and workshops are available at <http://eduscapes.com>.

Dr. Larry Johnson has been a classroom teacher, middle/high school library/media specialist, university level instructional designer and media services administrator, and college professor. He has co-authored four educational technology books and is the primary author of the 42explore project at <http://42explore.com>.



Knight, Paul

I am 36 and live near Nottingham, UK. I scraped through school with the absolute minimum. I went on to do a Youth Training Scheme which included a qualification in IT pre-internet. I've had more jobs than years worked since 16 and it was only recently I did a course in Video Production and Editing Using Final Cut Pro at my local college; I found learning about something I was actually interested in quite easy and managed to pass with flying colours.

I have been video blogging since September 2005, since I started making little funny shorts and wanted to post them on the net. I found <http://www.dailymotion.com> and I have posted there ever since and my popularity has grown and grown. I joined the Yahoo group for videobloggers and have made friends all over the world. I now post on dailymotion and <http://www.blip.tv>, and I post video also to Google video (<http://video.google.co.uk/>) and the archive for prosperity.

The most expensive item for filming was my camcorder at £200. I made my own steady cam for less than £15 and have studio standard lighting which I mottled together from various spotlights and stands cobbled together from my local DIY superstore and old speaker stands, the lighting only cost around £30 including cable.



Kuropatwa, Darren

Darren Kuropatwa is currently Department Head of Mathematics at Daniel McIntyre Collegiate Institute in Winnipeg, Manitoba, Canada. He is known internationally for his ability to weave the use of online social tools meaningfully and concretely into his pedagogical practice and for "child safe" blogging practices. He has more than 20 years experience in both formal and informal education and 13 years experience in team building and leadership training. Darren has been facilitating workshops for educators in groups of 4 to 300 for the last 10 years.

Darren's professional blog is called A Difference (<http://adifference.blogspot.com>).



Lamb, Annette

Larry and Annette are a unique husband and wife team. After many years teaching, they sent their kids to college, sold the house, and moved into a 38-foot motor home. They've been "on-the-road" since 1999. Currently, they both teach online courses through Indiana University-Indianapolis using the satellite on their RV for high speed Internet access. Between the two of them, they offer eight online courses for teachers, technology coordinators, and librarians. Their popular website, <http://eduscapes.com/>, includes a wide range of award-winning, free resources for educators including 42explore, Teacher Tap, Literature Ladders, Activate, Naturescapes, High Tech Learning, and Multimedia Seeds. Their newest web resource, <http://escrapbooking.com>, focuses on electronic, primary source materials. They enjoy sharing their ideas with others. All of their sessions and workshops are available at <http://eduscapes.com>.

Dr. Annette Lamb has been a school library media specialist, computer teacher, and professor of education and library science. She writes, speaks, and conducts

professional development workshops, presentations, and keynotes on realistic approaches to technology integration and information inquiry.



Lee, Steve

Steve Lee is a Senior Software Developer working at Exeter College as the 'MIS Programmer', creating an MIS Intranet and data resources using mostly web and database technologies. He is also on the <http://schoolforge.org.uk> Executive Board and co-web master.

He is involved in Assistive Technology software, a member of the BCS Disability Group, technical consultant for the Drake Music Project, a volunteer for ITCH and writes the occasional article for Ability Magazine. He is working to bring Open Source to Assistive Technology Software.

His latest interest is various techniques for customising 'off-the-shelf' software to meet individual accessibility needs and how Open Collaborative Communities can help and involve disabled people.

Steve's interest in education has increased recently due to working at a Further Education college and having children at school. His website is <http://fullmeasure.co.uk/>.



Lindsay, Julie

Julie Lindsay is currently Head of Technology and Director of E-Learning at International School Dhaka, Bangladesh. In 20+ years of education her experience and qualifications have spanned four countries (including Australia, Zambia, and Kuwait) and two main curriculum areas (Music, ICT). She recently completed an MA in Educational Technology Leadership with the George Washington University, is currently a member of the ISTE International Committee and is the ICT curriculum specialist for ISTE's 'Learning and Leading' magazine.

As an international educator Julie has a vision and a commitment to educational technology that includes fostering global citizenship and life long learning. She has presented at international conferences on digital literacy and Web2.0 objectives including blogging and podcasting, and is an exponent of online and one-to-one learning ideals in the classroom. Julie is always willing to trial new and cutting edge technologies and is an exponent of global collaborative projects, having co-founded the Flat Classroom Project in 2006 (<http://flatclassroomproject.wikispaces.com>).

Her blog can be found at <http://123elearning.blogspot.com> and her online portfolio at <http://julielindsay.wikispaces.com>.



McIntosh, Christine

Christine McIntosh, a graduate of Glasgow University, until recently taught English in Dunoon Grammar School. She learned to use technology through her work with the school magazine, and was encouraged to start blogging by her sons. [You know Ewan – the other one is Deputy Editor of Guardian Unlimited!] She soon became convinced of the potential uses of blogs in the English classroom, and was able to test her ideas with her private students – with convincing success.

When not thinking about education she writes poetry, performs in small choral ensembles, tramps the hills of Scotland and is heavily involved in the Scottish Episcopal Church. She is currently involved in promoting the use of blogging in the continuing education of lay people in the church.

**McIntosh, Ewan**

A podcasting blogger in Scottish education, Ewan launched the first open-comment open-posting school blogs in the UK and first schools podcast in Europe. He is currently the Development Officer for the Modern Languages Virtual Environment, a pilot programme for the Scottish Schools Digital Network.

Ewan also speaks internationally about using Web 2.0 tools in education and educational management, and has played a significant role in raising the number of UK schools using these technologies.

His blog, <http://edu.blogs.com>, is updated daily with thoughts and webcasts of presentations and seminars.

**Muir, David**

David Muir was a teacher of Maths and Computing in Scottish secondary schools before moving to training teachers on the Jordanhill campus of the University of Strathclyde. Jordanhill is the largest teacher training institution in Britain and David is involved both pre-service and in-service courses for primary and secondary teachers. He is particularly interested in the use of Information and Communication Technology to support learning and teaching. For the last few years he has been using Web 2.0 tools and investigating their educational potential.

**November, Alan**

Alan November is an international leader in education technology. He has been director of an alternative high school, computer coordinator, technology consultant, and university lecturer. He has helped schools, governments and industry leaders improve the quality of education through technology.

Alan's areas of expertise include planning across curriculum, staff development, new school design, community building and leadership development. He has delivered keynotes and workshops in all fifty states, across Canada, and throughout the UK, Europe, Asia and Central America. His writing includes numerous articles and best-selling book, *Empowering Students with Technology*. Alan was co-founder of the Stanford Institute for Educational Leadership Through Technology and is most proud of being selected as one of the original five national Christa McAuliffe Educators.

Building Learning Communities Summer Conference: each summer Alan leads an education technology conference with leading-edge presenters and participants from around the world. Visit <http://www.novemberlearning.com/blc> for more details.

**Nussbaum-Beach, Sheryl**

Sheryl is a technology and education consultant and adjunct instructor in the School of Education at The College of William and Mary. She has published several journal articles and book chapters, been featured on public broadcasting television and radio shows and is a regular presenter at local, state, and national conferences speaking on topics of homelessness, teacher leadership, virtual community building and 21st Century learning initiatives. Recently she took a leave of absence from her district office position in the Virginia Beach (VA) City Public School System to complete her doctorate in educational, planning, policy and leadership at The College of William and Mary.

Sheryl blogs at 21st Century Collaborative (<http://21stcenturylearning.typepad.com/blog/>).

**Oakes, Cheryl**

Cheryl has worked in the Wells-Ogunquit CSD in Wells, Maine for 12 years in the area of technology. For 12 years Cheryl has been a technology integrator at the K-4 grade level. Last year she was chosen by ACTEM as co-technology teacher of the year with Bob Sprankle.

Cheryl has successfully blogged with 200 3rd and 4th graders for 4 years at Think.com. Those first bloggers are now in grade 8.

Cheryl experienced first hand the flatness of our planet while she was on sabbatical last year and took a WEBHEADS in Action online class with 80 people from around our planet. That online, free class introduced her to many Web 2.0 tools that have transformed her technology skills today. Cheryl maintains 2 active blogs <http://www.cheryloakes.com>, <http://www.wocsdtechtalk.blogspot.com>, and frequently comments on many blogs.

Cheryl was recently appointed to a new position in her school district, K-12 Collaborative Content Coach for Technology, where she is responsible for coordinating the technology infrastructure, as well as 3 days a week working in schools with teachers and students. Her goal is to share one new tool, tip or idea a day with students and staff. It is all about the conversation.

**Perkins, Ross**

Ross A. Perkins is a senior research associate in the School of Education at Virginia Polytechnic Institute and State University ("Virginia Tech") in Blacksburg, Virginia. In Second Life, he is known as Milosun Czervik. He is the founder and manager of the Second Life "ICT Library," located on Info Island, and he also founded the in-world publication about education in Second Life, the "SLED Picayune." He has been a SL resident since early March 2006.

Perkins earned his Ph.D. at Virginia Tech in instructional technology. His dissertation study focused on the design implications and contextual factors related to the transformation of created in North America for use in Malawi, Africa. He has worked as project manager on two federal grants: the Preparing Tomorrow's Teachers to Use Technology grant (U.S. Department of Education), and the University Partnerships for Institutional Capacity grant, (United States Agency for International Development). Perkins also teaches a class on instructional technology integration to pre-service elementary education teachers.



Previously, Perkins was a high school English teacher for five years. Among Perkins' research interests are virtual environments used for learning, contextual factors related to instructional design, integration of technology in schools, and the use of instructional technologies in developing countries.

**Peters, Meg**

Meg is a teenager living in Canada. As well as being an avid music lover she both writes and critiques short stories.

**Peters, Sharon**

Sharon Peters is a secondary English teacher and an educational technology consultant. She recently completed an M.A. in educational technology while working full-time at Lower Canada College in Montréal. Recently, Sharon was selected as a finalist for the Global SchoolNet Online Shared Learning award. In the last several years, she and her students have participated in several international online collaborative projects with classes around the world. Her students have won gold and bronze awards in the Global Virtual Classroom web design contest.

Sharon has made conference presentations on international collaborative projects, online learning environments, and social computing tools as well as training workshops for teachers to infuse technology into their pedagogical practices. She has also participated in panel discussions on the use of Web 2.0 tools and social computing.

Sharon has been an active user of Moodle and blogs in the classroom. She also blogs regularly about social computing and educational technology: <http://www.mtl-peters.net/blog/>. Her three digital native teenagers keep her motivated to explore the use of web 2.0 tools in education and to provide a vision to others about their effectiveness.

**Revell, Damaris**

Damaris has embedded e-learning throughout her career, arriving at her first school with an RSA stage III (distinction) in word processing which led to her taking out a bank loan to buy her first computer. Having taught English in Tameside and the Lake District she is currently working as a learning consultant promoting and supporting broadband technology and web-based learning. She is also studying for an MA in ICT & Education via distance learning with the University of Leeds.

She knows she ought to start blogging but is too busy reading everyone else's to write her own.

**Sawhill, Barbara**

Barbara Sawhill is a Lecturer in the Hispanic Studies Department at Oberlin College in Oberlin, Ohio USA. She is also the Director of the Cooper International Learning Center at Oberlin College, a computer and media centre that supports the teaching and learning of languages. Her interests include the use of new technologies (blogging, podcasts, webcasts, and Skype ®) as a means to support foreign language literacy.

She maintains a blog on language learning and technology at <http://www.languageunleashed.com/blog> and hosts periodic webcasts on issues related to language teaching and technology at <http://www.languageunleashed.com>

Barbara is also one of the founders and creators of Ideas Unleashed! a web-based communication platform created to serve the needs of a educators, activists and not for profit organizations. Ideas Unleashed! is a collaborative learning environment created with the goals of developing public policy change as well as mutual support. (<http://www.ideasunleashed.org>).

**Sessums, Christopher**

Christopher D. Sessums is the director for distance education in the College of Education at the University of Florida, USA, a public land-grant research university and a member of the [Association of American Universities](#) (AAU), a prestigious higher-education organization comprised of the top 62 public and private institutions in North America.

His professional interests include supporting teacher education through the use of social media and exploring school reform and social justice issues.

Christopher is currently working on his doctorate in curriculum and instruction which focuses on using networked collaborative environments to support teacher professional development.

Find out more about Christopher at <http://plaza.ufl.edu/ilji/about.html>, and read his award-winning weblog at <http://elgg.net/cssessums/weblog>.

**Shareski, Dean**

Dean Shareski is an educator from Moose Jaw, Sk, Canada. He has taught grades 1-8 and currently works as a consultant with the Prairie South School Division. He holds a B.A, B.Ed and a M.Ed in Communications and Technology all from the University of Saskatchewan.

Dean's first real passion in using technology was in the use of digital video. He began posting student videos online in 1999. This was his first experience in the power of the technology and the connections to engage student learning. From this point, the power of publishing became a passion.

Dean began blogging in 2005. This combined with RSS sparked a revolution in his support for teachers and advocacy for technology. Dean is convinced that students and teachers need to participate in the global conversations that are happening. He feels this is the best professional development he's ever experienced.

He blogs at <http://ideasandthoughts.org>.

**Shoot, Brittany**

Brittany Shoot is a graduate student, activist, and media maker living in Boston, MA, USA. She is a videoblogger, writer, and co-founded <http://www.hollabackboston.com>, a community blog project that raises awareness about street harassment towards the goal of ending oppression in public spaces.

With a background in feminist theory, media, and activism, Shoot holds bachelors degrees from the University of Iowa in Women's Studies, Communication, and Psychology and now works in and studies new media used for social change. Her editorials have been published in the New York Times and her master's thesis at Emerson College examines the relationship between 1970s American feminist video art and the confessional video art aspect of female videobloggers.

Shoot enjoys obscure music, being a single parent to an elderly cat, consent, infiltration, and analysis. Some of her work can be found at <http://www.modernfeminist.com> and <http://shootingfullforce.com>.

**Smith, Chris**

Chris Smith runs the massive Shambles website from Thailand – so large, in fact, that whenever I'm commissioned to write an article on a subject, Chris usually has at least a page dedicated to it!

Chris has worked in education for over 35 years. After teaching in the UK for about

8 years, he took up a post with the English Schools Foundation in Hong Kong, where he stayed until 2002 having taught in 16 schools, with a total of 800 teachers and 12,000 students.

In 2002 he moved to Thailand and set up a consultancy designed to offer support to International Schools across S.E. Asia, especially in the area of "ICT Across the Curriculum.

His services include 'up-front' work in schools with administrators, senior management, teachers, students and parents.

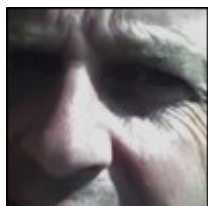
You can see Chris's e-Portfolio at <http://www.shambles.net/csmith>.



Sprankle, Bob

Bob is a graduate of the University of Southern Maine. He has been a 3/4 Multi-age teacher in Wells, ME for 10 years and now serves as the school's Technology Integrator. He was involved with the SEED group in Maine as a Technology Learning Leader and helped train the first wave of teachers using laptops for the 7th and 8th grader MLTI project.

Bob was awarded Maine's Technology Teacher of the Year in 2006 from ACTEM. His students have received world-wide recognition for their "Room 208 Podcast", and have appeared in numerous articles, including, The New York Times and Apple's Education Site. Bob has his own podcast ("Bit by Bit") to help teachers incorporate technology into their classrooms. Both podcasts can be found at <http://www.bobsprankle.com>.



Thomas, Dai

Dai Thomas has taught in various schools in South Wales, Sussex, England and other countries for nearly two decades. During this time he has developed a keen interest in online working and has worked on various research projects in conjunction with the research departments of Sussex University, Ultralab, Institute of Education, London University, Mirandanet research Centre, Southampton University and Mirandanet Academy, Bath Spa University. Past and current projects include curriculum development work with the NIE Colombo Sri Lanka, consultancy work for Free State education board, South Africa, researcher for evaluation of workshops for e-learning for the museum service, Becta and online e-facilitation work for The General Teaching Council (GTC)

Dai currently works as the Director of ICT at Warden Park Specialist School in West Sussex and is a Mirandanet Fellow. You can read some of his research papers and the occasional rant at my website and blog etc on <http://www.daithomas.org.uk>.



Usher, Ian

Ian Usher is based in the UK, and is the E-Learning Co-ordinator for Buckinghamshire County Council's School Improvement Service. He works in Buckinghamshire schools advising on the use of technology to support learning, in particular Virtual Learning Environments, videoconferencing and other elements of Learning Platforms. Prior to this Ian worked for Hertfordshire's School Improvement Service and in Higher Education institutions supporting and developing teaching and learning. He is an Adobe Education Leader and advises other local authorities and schools outside of Buckinghamshire on a range of learning technologies.

He writes a blog called Changing the Game (<http://moodlea.blogspot.com>) on using Moodle across an English Local Authority.

**Valenza, Joyce**

Joyce Valenza has been the librarian at Springfield Township High School (PA) since 1998. She was the techlife@school columnist for the Philadelphia Inquirer for ten years and is the author of Power Research Tools and Power Tools Recharged for ALA Editions. She is a Milken Educator and an American Memory Fellow. Her video series, Internet Searching Skills was a YALSA Selected Video for Young Adults in 1999. The video series Library Skills for Children was released in 2003, and her six-volume video series Research Skills for Students was released in Fall 2004.

Her newest book, Super Searchers Go to School, was published by Information Today. Her Virtual Library won the IASL School Library Web Page of the Year Award for 2001. She is active in ALA, AASL, YALSA, and ISTE and contributes to Classroom Connect, VOYA, Learning and Leading with Technology, and School Library Journal. Joyce's Neverending Search Blog received an Edublogs award in the librarian category for 2005.

Joyce speaks regularly about issues relating to libraries and thoughtful use of educational technology. She is currently a doctoral candidate at the University of North Texas.

**Wagner, Jennifer**

Jennifer Wagner literally stumbled into the world of Online Collaboration after attending a session at a Classroom Connect conference that profiled David Warlick's Grocery Project. She started thinking of what kind of food would be a good manipulative – and the O.R.E.O. project began in 1999.

To date, over 325,000 students worldwide have had the opportunity to participate in one of Jennifer's 41 projects!! Jennifer takes a very simplistic approach to her projects and presents the teachers with suggestions and worksheets and lets the teacher decide how complex they wish their involvement to be.

Teachers have been taught to blog, wiki, photoshare, post to a bulletin board, use Google earth, sort a datasheet, create a webpage, Skype, Elluminate, and more as they all work together to use collaboration in any way possible.

Jennifer has been the recipient of many awards for her projects. In 2006 she was presented with the GSN Online Shared Learning Award, as well as being recognized by Time Warner, Sigtel, and Cable's Leaders in Learning. She also has been awarded the TE@CH grant by Best Buy for 4 straight years. She is the founding member of Women of Web 2.0 and also has written a book for teachers to incorporate technology easily into their classrooms!

"Expanding the walls of the classroom" is one of Jennifer's favourite sayings and she loves to speak at conferences, seminars, and to just about anyone who will listen about the FUN in Technology. Jennifer received her education at Pacific Christian College and someday would like to be able to go back and further her education. Visit her blog at <http://www.technospud.com/>.

**Warlick, David**

David Warlick is a 30 year educator, living in Raleigh, NC, USA. He currently provides consulting and public speaking services to education associations and agencies around the world.

Learn more about Class Blogmeister at <http://classblogmeister.com>. Learn more about David Warlick's services at <http://davidwarlick.com/> and his web site for teachers at <http://landmark-project.com/>. Read his blogs at <http://davidwarlick.com/2cents/> and <http://www.techlearning.com/blog/main/>.

**Wegner, Graham**

Graham Wegner is an ICT Coordinator and classroom teacher at a primary school in suburban Adelaide, South Australia. His long interest in integrating computing technology into learning has led to his specialist leadership role that includes the development of a school Interactive Whiteboard program and the use of ICT's for inquiry based learning.

Introducing Web 2.0 technologies into the classroom and leveraging their use as a tool for teacher controlled professional development has been a passion of his over the past two years. Graham maintains his own professional blog, Teaching Generation Z at (<http://gwegner.edublogs.org>) and also posts at Activboarding (<http://activboarding.blogspot.com>), a blog focussed on the use of Interactive Whiteboards. Graham has presented on the use of Web 2.0 tools in education at the local level and is part of a loosely networked group of Adelaide based educators focussed on emerging web technologies known as the Net2Blazers (<http://www.pageflakes.com/web2showcase.ashx>) and is also a member of the Teach And Learn Online (TALO) group.

**Wenmouth, Derek**

Derek is currently the Director of eLearning CORE Education Ltd, a not-for-profit educational research and development organization based in Christchurch, New Zealand. He has a broad background in education, with experience at the primary and secondary school level, and as principal lecturer at the Christchurch College of Education where he established the Primary Open Learning Option (POLO), a distance education programme which offers the Bachelor of Teaching qualification for students anywhere in NZ wishing to train as primary teachers.

Derek's experience in flexible and distance learning includes his role as manager of the eSection at The Correspondence School in Wellington where he led the development of eLearning initiatives as a transition from traditional print-based delivery. He has also had a role in the Ministry of Education as a senior adviser in eLearning, helping formulate a national eLearning framework, and is currently spends some of his time on contract to the Ministry working on the implementation plan for this framework.

**Wheeler, Shawn**

Shawn Wheeler is the Director of IMT – Services & Training for the Peoria Unified School District in Glendale, Arizona and an adjunct instructor for Northern Arizona University. Shawn is the author of several whitepapers and podcasts. He also has written two books, including "The World Wide Web and Your School District" which has been acquired by Microsoft. He has presented at many Southwest and national conferences, including NECC and TechEd and has been a Microsoft-sponsored featured speaker. He also produces Adventures in Podcasting (http://staffweb.peoriaud.k12.az.us/Shawn_Wheeler/podcast).

His background includes serving as project manager for several wireless laptop deployments, creating custom training materials, deploying a large-scale educational web portal, and serving on several educational technology advisory boards.

**Willard, Nancy**

Nancy E. Willard received a Bachelors of Science in Elementary and Early Childhood Education from the University of Utah in 1975, a Masters of Science in Special Education from the University of Oregon, 1977, and a Doctor of Jurisprudence from Willamette University College of Law in 1983. She taught “at risk” children with emotional and behaviour difficulties, practiced law in areas of computer law and copyright, and provided consulting services to schools on the implementation of educational technology, before focusing her professional attention on issues of youth risk online.

Nancy is director of the Center for Safe and Responsible Internet Use. This centre provides for educators and other professionals on youth risk online issues. She frequently lectures and conducts workshops for educators on policies and practices related to Internet use in schools and has written numerous articles on this subject. Nancy’s book, *Cyberbullying and Cyberthreats: Responding to the Challenge of Online Social Cruelty, Threats, and Distress*, provides educators with insight into the concerns of cyberbullying, plus guidance on how schools can review cyberbullying incidents and effectively respond. This book and other resources for educators are available through the Center for Safe and Responsible Internet Use cyberbullying site at <http://cyberbully.org>.

Nancy lives in Eugene, Oregon, with her three children, Jordan, Ally, and Bakul, plus various and assorted four-legged creatures.

**Yuvienco, Joel**

Joel Custodio Yuvienco was educated in Statistics and Law at the University of the Philippines. While doing his MBA at the University of Liverpool in 1995, he found himself in the midst of the first growth spurt of the Internet or Web 1.0 which allowed him to explore its evolving usefulness in collaborative projects.

A "tweener" straddling the Baby Boomer and X Generations, he is a strong believer in Information and Communication Technology as a potent tool to bridge cultural/generational differences. For close to 15 years he had worked in the government and the private sector until he decided to cross over to the academe doing what he loves doing: Innovative Teaching and Research. He is currently Director of the School of Management and Technopreneurship of the De La Salle-Canlubang in the Philippines.

You can read his random ruminations about Technology, Economics and Society at <http://www.joelogs.blogspot.com>. Run a search of the phrase “Evolutionary Technologist” and you should find his blog. He lives in the suburbs of Manila with his wife Tessa, their children Joelle, Tristan, Marcky and their dog Mocha

What the first edition meant to me

By Drew Buddie.

The first edition of Coming of Age attracted many favourable comments, and was even nominated for an award in the Best Resource category of the Edublogger Awards 2006 <http://incsub.org/awards/category/finalists>.

Rather than include a sample of quotes, which was my original intention, I thought I'd save repetition by directing you to the Coming of Age area on my website, where you'll find links to the comments I'm referring to. It is:

<http://www.terry-freedman.org.uk/db/web2/>.

Instead of the quotes, here is Drew Buddie's description of what it meant to him.

"Like watching the Lord of the Rings Trilogy of films for the first time!" – that's what I felt when I first read the original Coming of Age booklet. I say this because I was stunned by what I read when I first picked up the booklet, for I was inspired that someone else could put my visions into a tangible form.

I have been using ICT in my role as ICT Co-ordinator from some 16 years and in that time I have always tried to push the limits of what is used by my students. Instead of settling for the use of traditional 'vanilla'-type office software, I have always tried to use tools that really encourage creativity and risk-taking.

To this end, when I was able to see that other colleagues were citing examples of use of Web 2.0 tools, it made me realise that this is happening elsewhere and that instead of keeping quiet about some of the ways I have used it, I should become evangelical about it. Although I am quite well known within the Moodle community, I am less well known for my other uses of Web 2.0 technology.

As described elsewhere, having used blogs and the excellent <http://www.think.com> for a number of years, I was somewhat adept at exploiting these media to suit the needs of my students. But one problem emerged – that of maintaining pupil privacy. Therefore, after reading David Warlick's explanation of Class Blogmeister I was motivated to make use of this tool in my classes and I have not looked back since. Students love the way in which they can post explanations and statements in a blog that others can read. There is no need for web design skills or linguistic ability. **Anyone** can publish their own work. And the student becomes empowered, for it is they who decided when their work is fit for publication, not the teacher.

I have started podcasting in a big way. Although I had dabbled in this area before, I had not wholeheartedly used audio software – such as Audacity – to record broadcasts. Therefore after reading Ewan McIntosh's article on podcasting (and being lucky enough to attend a workshop he ran during a conference) I began to introduce the use of Audacity into the school curriculum. I commissioned a composer to create some copyright-free music which now resides on our network. This is now used as backing to a range of "pod-safe" pupil-produced broadcasts. The ultimate aim is to launch our own school-based podcasting radio station in the near future. I also used podcasting techniques to record audio versions of my 'A' Level ICT lecture which students were able to download and use for revision prior to their formal examinations. This proved popular with one pupil going as far as to say she owed her 'A' grade in my paper to the series of podcasts I had made.

I believe I have been one of the earliest exponents of wikis in schools in this country. So it was that I found Terry's descriptive piece about this tool to be truly remarkable as it made me rethink the way I approached the use of this tool in the classroom. The power of a wiki was enhanced by Terry's piece comparing Wikipedia with Encyclopaedia Britannica. It showed that although wikis have pitfalls which the user needs to bear in mind at all times, their accuracy should never be underestimated. I have taken my use of wikis in a slightly different direction through the use of word

processed wiki documents, such as Google Docs, or pictorial wikis such as GEC's wonderful Imagination Cubed (<http://www.imaginationcubed.com/LaunchPage>).

I'd say that if you have picked up Coming of Age, then you largely know what you are letting yourself in for. You have shown a preparedness to have your mind and those of your students, set free from the shackles of traditional computer software. It is therefore likely that, like me you will be inspired by the contents in this booklet as this is not 'pie in the sky' ideology. These tools really can be used in the classroom, and what is more their use can really make a difference in education.

They **can** make a difference.